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The Students of Worcester Polytechnic Institute

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The Tech News

Volume 60

Worcester, Massachusetts, Wednesday, April 23, 1969

Number 10

Administration Answers To Students At Open Forum

On Thursday, April 17, 1969, the third annual Open Forum was held in Alden Memorial. In this forum, students were free to pose questions to the administration represented by Pres. Storke and Deans Van de Visse and Price. Though poorly at-

"are not opposed to the idea of voluntary ROTC", but would prefer to let the issue ride for three years to see the state of the world then. However, Pres. Storke said the time has been telescoped, and he then introduced Student Govt. Pres.



Steve Udell gives a Student Statement on ROTC at the Open Forum.

tended (less than a hundred students) the question and answer period lasted over an hour.

After some brief opening remarks by Dean Van de Visse, a student immediately asked Pres. Storke "How do you see the future of ROTC on this campus. Before answering, Pres. Storke stated that this would be the last time that he would be available for any more comments on ROTC. He then said that ROTC will probably always be a controversy, as it has been since its beginning. He reiterated his views on the evils of a professional army and the benefits of a civilian ROTC-trained corp to the army and how this training can be useful, to the men who receive it, in their later occupations. Pres. Storke then commented on the changing times, saying, "the pendulum swings very fast these days", and that even though four and a half years ago a faculty voted to keep mandatory ROTC, a new committee last year showed that the pendulum had swung the other way. He mentioned the trustees' statement that they

Steve Udell to speak on the matter.

Steve told how Pres. Storke had called together a committee composed of Steve, Bill Hakkinen, Jack Zoribedian, Dennis Gleason, Dennis Liptka and Paul Cleary to come up with a proposed revival of ROTC to present to the board of trustees. This group came up with four possible proposals: 1) a voluntary program without academic credit or an orientation period for incoming freshmen 2) a voluntary program with credit and no orientation period 3) voluntary with credit and a two week orientation 4) a voluntary accredited program with a one semester orientation period. These possibilities were to be discussed at the open Student Govt. meeting the following Monday.

The next question was "Why there are only two black students on this campus" and what was being done to change this situation. Dean Van de Visse replied that the number of black students on a campus is directly related to the number of ap-

(Continued on Page 8)

FACULTY COMMITTEE PROPOSE CONSTITUTION

In an effort to "establish areas of responsibility" and to secure for the faculty of WPI a greater measure of authority, the Faculty Structure Study Committee has recently formulated a proposal for a "Faculty Constitution". Released last Thursday, the report provides for an improved restructuring of faculty organization based upon several basic premises concern-

ing the nature of a college faculty, its defined authority, and inherent responsibilities.

The study committee itself was elected by the faculty in January. It consists of Professors Eggiman, Hall, Hensel, Moruzzi (chairman), and Kranich (representing the Executive Committee).

According to Professor R.L. Moruzzi, one of the big pro-

blems in past years has been the lack of true faculty involvement. Most present committees on campus are appointed by the administration and not elected. No provisions are made for lengths of terms on these committees. "There has not been enough turnover (of positions) within the committees."

Under the proposed constitution the different committees would be elected by the faculty with the Committee on Committees coordinating the different areas of responsibility.

Professor Moruzzi notes (and it is stated in the report): "We are asking that the faculty have a major voice in all academic matters" as well as advisory status in other phases of the college.

Elect ed committees would consist of 3-10 members, each holding a 3 year office (except in the case of the Tenure Committee) with terms alternating among the members. Administrative officers may be designated as ex officio members but would not be allowed to vote. Recognizing student interest and advice as of some importance, provisions are made for 8 student representatives to participate as members in some committees (without voting privileges).

Professor Moruzzi anticipates greater student participation in the future if these 8 prove to play an effective role.

The following committees would report regularly to the faculty:

Committee on Committees, Academic Policy, Curriculum, Graduate Studies and Research, Tenure and Academic Freedom, Faculty Affairs, Appointments and Promotions, Academic Progress, Student Academic Affairs, Student Life, Library, Computational Facilities, Nuclear Reactor, Alden Research Laboratory and Resources.

Most of these are already in existence and need only to be phased into the new structure recommended by the report. This could be done gradually within a three year period.

"We think it's a flexible arrangement," says Professor Moruzzi, "the Committee on Committees could generate new committees if problems arise."

If the report is approved by the faculty at the April 24 meeting and endorsed by the President and Board of Trustees, the Secretary of the faculty will proceed, in the fall of 1969, with the election of the Committee on Committees which will then be responsible for the further implementation of the report.

Professor Moruzzi believes in the importance of the faculty involvement and sees a definite movement toward the achievement of this goal. "If (the proposal) is accepted, the faculty is willing to assume the responsibility of the academic direction of the school."

Excerpts From Proposed Faculty Constitution

For some time now, many members of the WPI Faculty have felt the need for a coherent and workable structure which would facilitate communication between the various divisions of the Institute and establish areas of responsibility.

To this end, pursuant to a vote by the Faculty at the January 9, 1969 Faculty Meeting, the Faculty Structure Study Committee was duly elected to fulfill the following charge: To "bring forth by the April 1969 Faculty Meeting a specific proposal for a Faculty Constitution, emphasizing the responsibility of the Faculty in the life of the Institute."

It is our intention to present the proposals in this Report to the Faculty for vote as a recommendation to the President to be transmitted to the Board of Trustees. In the event that the Report is approved by the Trustees, it will then formally represent the substance of a "faculty constitution."

SECTION ONE

Definition of the Faculty

The faculty of Worcester Polytechnic Institute shall consist of the President, the Dean of the Faculty, the Director of Research, all full-time professors, associate and assistant professors, instructors, and such other members of the teaching-research staff as the faculty shall so designate by a two-thirds majority vote.

SECTION TWO

Duties, Responsibilities, and Authority of the Faculty

I GENERAL. The Faculty accepts duties and responsibilities and derives its authority in accordance with the Charter of the Institute under the direction of the Board of Trustees. The Board of Trustees, in turn, delegates areas of responsibility and authority to the Faculty through the President of the Institute.

II Duties. The duties of the Faculty shall include, but not be limited to, the establishment and implementation of admission requirements, academic standards, curricula, courses of study, and the regulations pertaining thereto; the certification of candidates for degree and recommendation to the Board of Trustees for the award of degrees.

III Responsibilities. The Faculty has a responsibility for initiating, considering, and making recommendations on questions of educational policy and problems arising therefrom. A question is one of educational policy to the extent that it bears upon conditions facilitating instruction, study, research, publication, and other scholarly or cultural activities of the Faculty Members and students, or the general welfare of the academic community in which these scholarly and cultural activities are pursued.

IV Authority. The Faculty has the authority over the academic policies and programs as delegated by the President and the Board of Trustees.

(Continued on Page 8)

SAE Outflies The Pack In Weekend Air Duel

It was a misty Saturday morning when the World War I flying ace boarded his Sopwith Camel to engage in battle with the feared Red Baron in the skies above WPI. The air duel, theme of the annual J.P. Weekend chariot race, was held last Saturday at 11:00 A.M. The nine participants competed for trophies in two categories, fastest entry and best design. The race proved disastrous for Phi Kappa Theta, Sigma Pi and Phi Sigma Kappa - all of whom broke down on the first turn of the course. When all the times were recorded, Sigma Alpha Epsilon tied Tau Kappa Epsilon

for fastest time at 1:01 minutes, with Theta Chi running a close third. The tie was broken by a second race, and SAE emerged victorious. The winning pilot was Barron von Lou Ferraresi, assisted by his motor crew of Tim Longo, Doug Holmes, Randy Huber and Lou Gamble.

Just prior to the run-off between SAE and TKE, the judges announced their unanimous decision of Alpha Epsilon Pi for best design. AEPI entered a blue biplane with a gasoline engine powered prop for effect. The judges also gave honorable mentions to Sigma Pi and the Shield for sturdy construction.



PKT tries to keep its damaged entry afloat in Saturday's Air Duel.

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Editorial

Faculty Constitution

The proposed faculty constitution, which appeared last Wednesday and is excerpted in this week's **Tech News**, is another step in changing and improving the Tech campus. This spring has seen several major opportunities for progress emerge on the campus — the selection of President Hazzard, the Planning Report, and the Planning Day. The proposed faculty constitution may well be the most important step of all.

The night before Planning Day, a student asked, "Why hasn't the faculty tried in the past to change things at Tech?" While the obvious reply would be, "Why hasn't the student body tried," the question does indicate the acquiescent role that faculty have played in policy-making in the past. Major academic policy decisions have been made by the department heads and the administration, often without adequate expression of the views of the faculty.

The proposed constitution would start to place the making of all academic decisions, including admissions, research, curriculum, tenure, and student academic standing, in the hands of the faculty. We believe that these areas are primarily the concern of the faculty, should be dealt with by elected representatives of the faculty, and should be considered ultimately by the faculty, after considering advice from the students.

We support the proposed faculty constitution and urge the adoption of it by the faculty.

The Editors

THE TEN PERCENT

Fifteen hundred of you guys missed the boat. Planning Day came and went, and only about one hundred and sixty students attended the sessions. Granted that we are here today might never see the final product of this whole venture, but then, maybe a 90% "boycott" implies that the majority of the students favor the Planning Group's Objective Number Eleven, that Worcester Tech pursue the status quo. If you fifteen hundred seriously feel this way, you're really hurting!

Undoubtedly the golf links, etc., saw plenty of Techmen last Wednesday. And as history has so often proved, these will be the first to whimper and complain when a policy is implemented with which they don't agree.

Maybe the Planning Group ought to recommend that the Admissions Office seriously review its criteria for evaluation of student applicants. We seem to have too many hunkies and not enough people who are socially awake.

B.H.



Beginning of A True Academic Community

My first thought in regard to my column this week was to use it to scald the ninety per cent of the student body which did not attend Planning Day. With some exceptions, the ones who did not attend showed that they not only did not care about Tech, but that they have no interest in directing their own lives and in shaping society, that they are quite prepared to follow whoever directs them, and that they have no desire to be anything more than plug-ins in a society designed entirely by others. One wonders if mankind can really feel safe with these students (unless they change) acquiring a knowledge of science and engineering, for that knowledge is too powerful a tool and too dangerous a weapon to entrust to someone who does not have a sense of responsibility towards society.

But there is little use in continuing in this vein, for all I could say has been said long ago. I'll try to speak instead to the 300 faculty and students who count, and give some of my observations and thoughts on the day, no matter how ridiculous they may seem.

Perhaps the outstanding result of the day was the simple fact that students and faculty were talking together as equals. As never before, I felt like a full member of an intellectually stimulating academic community. One of my friends commented, "For the first time, I realized that the professors were human, too." An anonymity seemed to exist in the sessions, as students, faculty, alumni, and trustees (who often seem extremely distant to the students), spoke without anyone caring who you were. People listened to you for your ideas, not because of your position.

Such open communication must be continued. Perhaps an easy way to accomplish this is for faculty members to drop in more often at the snack bar in Daniels Hall (no, the food service is not paying me to say this), and to try to avoid what seems to be the current practice of faculty members sitting with faculty and administration and students sitting with students. Naturally, the students have to try to take advantage of this and to make contacts with faculty members on their own.

Many faculty seem to be surprised that the students who attended responded so well and spoke articulately and responsibly. This alone shows the need for greater faculty-student communication, especially on non-academic matters. This was the first opportunity for the students to discuss the overall state of the college with the faculty, while previous discussion has covered only specific issues. But since the faculty

(Continued on Page 5)

The Liberal View

by PAUL CLEARY

Socialize America

Mention socialism to the average American, and you get a strange look. Mention democratic socialism to him and you get an incredulous look. One reason for this of course, is that most Americans think of socialism as a political rather than economic theory. For those who have any understanding of socialistic principles, the basis of socialism is simplified to the concept of state control of the means of production. To Americans, this conjures up pictures of police states, political prisoners, and mass executions. This is not socialism and certainly not democratic socialism. Democratic socialism is a system under which the government plans the economy of the nation to best serve the social needs of the people. This government is run democratically, and is thus responsible to the people. The United States is headed slowly toward this idea, but too slowly. At this moment, our government is not meeting the social needs of millions of its citizens. Senator George McGovern's Committee on hunger in the U.S. has certainly pointed this out; and even with the fact that \$1.5 billion could wipe out starvation in this country brought to light, we are still readying ourselves to pour \$5 billion to as much as \$30 billion on an ABM system which will accomplish nothing. It is for reasons such as this that more and more liberal Americans see socialism as the most efficient means of governing our economy. Already, such socialistic concepts as public education, social security, and medicare are in effect in this country — to the benefit of all Americans. Yet when one mentions the idea of the U.S. as a totally socialist country, faces blanch. This seems to be because most Americans link socialism with communism. Under communism, the economy is controlled by the government, but there is also a totalitarian monopoly on political power. This is not true under democratic socialism.

It is becoming increasingly clear that the capitalist economic system is not the most efficient way of allocating our resources or meeting pressing social needs. Socialism would do a better job of this, rather than trusting the profit motive. The problems facing us are quite clear; the answer is equally clear: democratic socialism.

P.C.

An Open Letter To The Student Body of WPI

The members of the President's Planning Group would like to express their appreciation for your competent and responsible participation in the activities of Planning Day. At a time when other campuses are rocked by the turmoil of unreasoned confrontation, we can all be proud that frank and constructive criticism is the way at Worcester Tech. Surely where we have such a demonstrated well of talented good will, our efforts to "make our good college an excellent one" have every chance of success.

Sincerely yours,
C. W. Shipman, for
the Planning Group

THE FACULTY PEN



by Dr. J. Boyd

As I grow older I realize more and more how unqualified I am to speak on any subject. Conversely I am more and more willing to do just that. Therefore, I do appreciate this opportunity to write a few words on the generation gap.

I am increasingly irritated by the attitude of many of the over thirty age group toward the eighteen to twenty-four college age group. Too many say, "What have we done wrong in raising our children?" I would say that the question should be, "What have we done right to now have such a group entering adulthood?" This college generation seems to me to fulfill and exceed the hopes and aspirations of their parents for their development. The college students of the "silent fifties" have asked their children to question ideas and values, and they are doing so. The "organization man" has realized that the attainment of the "split-level trap" and its accouterments does not necessarily lead to personal fulfillment. He has passed on to his children the need to search for more in life than material things, and they are doing so. Thus, it seems to me that the current generation represents the triumph of the mass educational system that produced the "silent fifties." The college experience of this older generation is being manifested in the attitudes and ideals of their children.

Do not confuse this group of questioning young people with the tiny fraction represented by the new left. *Fortune Magazine*, January, 1969 points out that about forty percent of the college student population in the United States are quite sympathetic to the philosophy of active social involvement to bring about change (I would guess the percentage of our students at Tech in this category to be about ten percent). This large group of young people have wonderfully high ethical standards. They question society because they recognize the hypocrisy of society. Furthermore, they will change that society from within, and not by revolution, because they are the future leaders of industry and education. They are the brightest of the college group. Indeed, if the university is to be saved from the revolutionaries, these young people will save it by working within the university to effect the necessary changes. And changes do have to be made. The noted academician Stringfellow Barr wrote recently:

Throughout most of its history, the academic profession afforded its members leisure for learning and teaching but only a very modest salary. Academics were assumed to respect learning more than wealth, just as priests and ministers placed service to God and to the community above wealth; just as doctors placed healing the sick above making money; and just as lawyers were expected to place justice in the courts above their fee. Whenever priests or academics, doctors or lawyers, have ceased thinking of their fees or salaries as designed merely to free them to follow their learned profession and thought of themselves as selling their knowledge or art to the highest bidder, men have denounced them as corrupt. Corrupt churchmen, or academics, or lawyers, or physicians have been denounced as traitors to their professions when they did what countless merchants and businessmen did without blushing: made as much money as possible. Does this mean that when a society's learned professionals act like businessmen they corrupt their society and it becomes a "sick" society?

(Continued on Page 7)

Review...

Josh White Jr. and "Bridge" Combine For Vibrant Variation of Sound

by J. D. Cattell II

Friday night a very successful experiment was held by the Junior Prom, or should I say, Spring Weekend Committee. Instead of the usual let's-pretend-we're-over-forty Formal with a band which is about as exciting as Lawrence Welk, a Semiformal night club arrangement was held, with the vibrant Brooklyn Bridge and the personable Josh White, Jr. providing the entertainment.

The Brooklyn Bridge is certainly one of the most talented as well as versatile bands on

the rock scene today. They are a commercial type organization; that is, their material is middle-of-the-road and very top fortyish. They were influenced towards this style from their stay at New York's Cheetah and the fact that the band has its roots in another moderately successful group called the Crests (Calling All Angels, Step by Step, etc.).

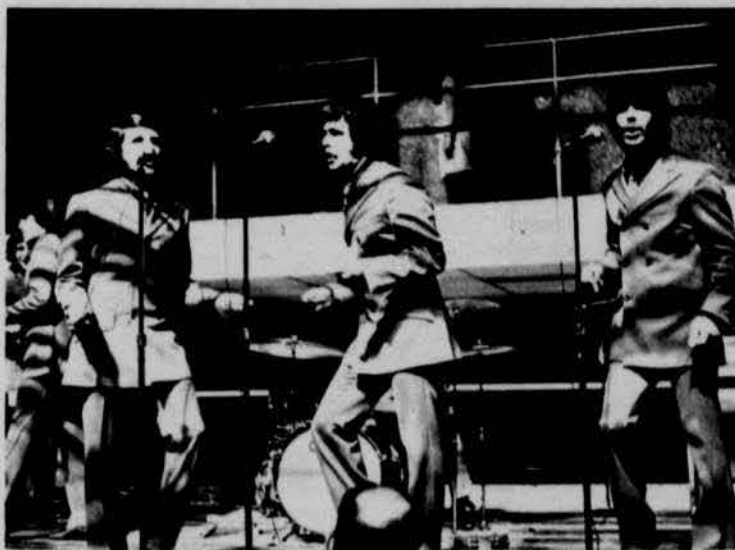
As usual, they were late, (about 45 minutes worth) which seems to be the trend in music today. I can understand waiting ten or fifteen minutes to let a

house settle down, but with the amount of bread these cats make, man, the least they can do is show on time. Maybe delays of this nature have a logical explanation, but I have yet to hear one. Their delay is forgivable, however, since they had enough brains to bring their own public address system, a good one at that, so they did not have to worry about some Mickey Mouse Camera and Incandescent Club to set up a system which is usually about as useful as a megaphone at a bull fight.

They opened powerfully with two songs by Sly and the Family Stone, "Dance to the Music" and "Life", which immediately brought most of the crowd to the dance floor. They continued with selections from the Rascals, Fifth Dimension, Temptations and so forth with a medley of songs from the epitome of top fortydom.—Gary Puckett and the Union Gap. The highlight of their first set was a medley of songs by the imaginative Jim Webb which included "By the Time I get to Phoenix," "MacArthur Park" and a song which Jim wrote for them called "The Worst that could Happen." Their second set was much of the same except the crowd would not let them leave. An encore of "Dance to the Music" and "Life" ensued.

Josh White, Jr. certainly surprised me. I must admit that I half expected a canned folk rendition of hackneyed lead-ins and overdone songs and was much afraid of a similar fate befalling him as befell the Incredible String Band. What I saw was a very personable and well seasoned entertainer who quickly established a favorable rapport with his audience. His voice was crystal clear and his guitar strumming rapid a-la-Richie Havens. He certainly solved the problem of temperamental sidemen by eliminating them and adding instead a pre-recorded sound track. Its a good idea but a kind of cheating for a live show, don't you think? Oh well, to each his own, but I think his voice is capable enough to withstand the drawbacks of having only a guitar accompaniment.

All in all it was a good evening and my hat goes off to the Spring Weekend Committee.



Talented and versatile Brooklyn Bridge perform in Harrington Auditorium.

Nyro "Straining;" Mann "Professional"

By GERRY AXELROD

Saturday night's concert was not a financial success. Harrington Auditorium was filled to a mere one-third of capacity. The entertainment began an



Herbie Mann covers the jazz spectrum in Saturday's concert.

hour after the scheduled start. With these factors in mind, it appears obvious that this was not one of the "happenings" of the twentieth century. However, some people had a decent time and some had a magnificent time.

Empty bleachers look as sterile as an operating room. It takes 2000 people to cover up the gym-like appearance of Harrington. They weren't there. The sound varied but was probably the best yet in the auditorium. People walking out were quite a distraction. The rows should be longer so that the people who walk out get very embarrassed and must apologize many times.

Laura Nyro started at eleven

o'clock. Her performance equalled her best recorded numbers. However, there was nothing between her and the people. Nothing. She was up there and they were down there and it was a drag for her, for them, for me. The audience needed warming up and many people seemed not to know who Laura Nyro was. She was straining herself to communicate, the audience was straining to listen and there was too much straining.

Laura is really a fine musician and singer with a style all her own. Her material ranged from light and carefree to moments of dark depression. Her lack of sidemen makes her music more personal and unified as well as a revolt against commercial folk stock. Try to see her again elsewhere.

While Herbie Mann set-up, the uptight portion of the audience left and the core of five-hundred that remained were ready to respond to music. Mann's group was tight and professional. The emptiness of the auditorium faded away because of the confidence and polish of the performance. Mann is a trouper and his only reaction against the offensive setting was to purposefully refuse an encore.

A lot of Mann's early recordings were very light background music. The flute is not a "gusty" jazz instrument. Flutist, Yuseff Lateef, sometimes gets raunchy notes but only on a bass flute. Therefore, Mann's music is usually very light and dreamy. However, his new group does not go along with

the old image. They were very talented and backed Herbie to the hilt, when to their own distress they varied a good deal from Mann's mainstream style.

Between Mann's pretty flowing melodies and the funky playing of the rest of the group, a broad spectrum of jazz was covered. During Laura Nyro's performance I stopped taking titles and names down and consequently missed some pertinent data on Mann's group. However, the sax player, Steve Marcus, is a well known jazz figure. When a stronger voice was needed on a piece, Marcus' sax amply provided the message. Marcus has his own jazz group but sits in with Mann when his group is idle.

Students, Faculty React To Planning Day

By GLEN WHITE

This Wednesday a first occurred at Tech. During the Planning Day held by the President's Planning Group, about 160 students and 140 faculty members discussed together *The Future of Two Towers*, the report of the planning group, and what Tech should do to "make a good college a better one." One strong reaction to the day came from the faculty, who were generally impressed and surprised by the role the students present played.

Professor of Electrical Engineering Owen Kennedy moderator of one session, commented, "I wonder how typical these students are of the student body. They're interested in Tech and in an education as well. They didn't come to gripe, they came to make good sincere suggestions." Professor Sidney Hart of History added, "I enjoyed it (the Planning Day). The most refreshing part of it was the students' participation. The students, at least in my section, had the best things to say and somewhat surprised the faculty with their interests... Students are much more cognizant of the need of building Tech in the terms of a general university than the faculty. The faculty doesn't realize that in the 1970's, we can't build a college just in terms of the sciences and still offer a high-quality education. The faculty tended to be conservative and be behind the students who did come."

Professor F.A. Anderson, of Mechanical Engineering stated that originally he had not been in favor of the Planning Day, since the school would be missing a day of classes, but had generally been impressed by it, saying that it "did do some good, since anyone who wanted to speak could speak out," and added that the "students participating did well...Enough students were there to give the student view." Professor William Shipman of Chemical Engineering, chairman of the Planning Group, commented, "We're very much impressed by the students. They had a positive attitude toward what we're doing. The students were not talking up to us, or down to us, but with us. If nothing else, the day got people at Tech talking to one another."

The students also reacted favorably to the day. Martyn Strong, a sophomore, described the day as "rather informative. It gave the students a chance to express their opinions. I don't know how much was actually done, how many new ideas were given by the participants." He added that the planning day had changed his thinking about the planning report and mentioned the "faculty who had come from different campuses where there are different systems," as a

good source of information. Mark Gemborys, a junior, described the best point of the day as the fact that the students "got to know the professors better. The students felt a greater sense of urgency. They felt that there had to be some reason for the greater price for Tech as compared to a state school. The fact that Tech is smaller is no longer enough to justify the price...The important thing was discussing it as peers."

Dennis Gleason, a freshman, stated that the day was "successful in that it brought students and faculty together for the betterment of the school." Dennis Liptka, also a freshman, added that the "faculty didn't know what to expect of the students," stating that this was a fault of "no faculty-student communication. The faculty realized that they have to re-establish a rapport with the student body. The faculty also realized that the students showing up were a very mature and reasonable group. They were surprised at our ability to speak well and come up with good ideas."

Mark Gemborys reported that a member of his session had raised the rhetorical question, "Why aren't more students here?" and had answered by saying that perhaps the students present were a vociferous minority and that the rest of the students who were not there were satisfied with the status quo. Martyn Strong disagreed with this statement, saying "a lot haven't even read the report. They don't know what else there is." Professor Donald Johnson, head of the History and Modern Languages Department, commented that "everyone was pretty busy. It was a matter of doing something else. I imagine some just didn't know much about it, or enough of what it was about." Dennis Gleason remarked, "I disagree with the idea, but it is logical to assume that. I'm afraid that the administration will want to hold back because of the small student attendance." He felt that a lot of the students were unsatisfied and commented that one reason for low attendance among freshmen was a heavy exam schedule that week. "The attitude of the students is the product of the system here. A day off from classes is an opportunity to take off. If classes were non-compulsory, we would be used to not having to go to class."

The students tended to be skeptical about how much concrete planning had resulted. Some general trends as to which objectives were favored did result, however, it would appear to be a foregone conclusion among almost everyone I interviewed that the final objective will be the result of

combining some of the first ten objectives listed in the report. Mark Gemborys remarked that in his group, the students seemed to want Tech to become a university, probably by combining with Clark, while the faculty wanted to increase the graduate school. "We thought the best solution, but the hardest, was the Worcester University. The question here is, 'What do the other schools think?' Our interests are so different, each school has its own traditions." Professor Anderson commented, however, that he hadn't gotten an "impression of a feeling for the need of a university. Most seemed to believe in a specialized school." Dennis Gleason described his group as favoring "A technologically-oriented university, under a modified Oxford-Cambridge system, with more being done for the underprivileged."

My own group seemed to desire another Planning Day this spring. Professor Kennedy, however, while stating that he would not be opposed to the idea, said that he was not sure that another planning day would be effective, since he "had an idea that during the last half hour everyone was tired and ran out of ideas." Dennis Liptka suggested that a planning day in May, with a month in between to give the students and faculty a chance to think and talk with each other, would be effective. Dennis Gleason agreed, adding that it would "give the students another chance."

Some ideas emerged on what should happen next in the Planning procedure. Martyn Strong stated, "I'd like to see some sort of formal voting on each of the objectives and nomination of other objectives." Professor Kennedy suggested that the planning day was the "type of thing that can be continued on some regular basis, on a departmental or some other basis." Professor Hart said, "I am somewhat optimistic it will lead to changes in Tech. The follow up is important now. A good many people felt that the status quo is not acceptable. It depends on the follow up and the new president." When asked, Professor Johnson replied that the group "should get the students involved now, at least in an advisory capacity."

Professor Shipman, chairman of the President's Planning Group, outlined the group's future plans. "We have our June 30 objective hanging over us like the guillotine (another report will be published then). We also have to set up the planning operation for the summer. Come fall, we want to be able to grab people from all over the campus and tell them, 'work on this.' The hard part is still to come... Right now, an individual can only give us his opinion. We will be doing some recruiting of the faculty. The real time for student contributions is next fall." The committee, however, will consider how to get the students involved in the planning effort this spring. The committee plans to evaluate the six objectives they have not evaluated so far and also prepare a financial analysis of the school.

A Little Bird

by H.H. Shore, Past Editor, Tech News

I went to hunt a little bird (one day
When birds were flying all about my yard),
A thousand pair of little wings, I'd say,
Within my reach, and yet it seemed so hard
To set my desperate hands on any one,
As all those wings went circling toward the sun.

I stood alone, beneath my precious leaves,
A helpless hunter lost among his prey,
I could not stop my body's frightened heaves,
Or make those pretty birds decide to stay.

My empty heart lay bare beneath the skies
As lonely tears marched downward from my eyes.

One by one, the little creatures soared
Upward, away from earth's restricted view,
Till not a single bird remained aboard
My sinking ship. My faded dreams now drew
From me all remnants of my mind, as I
Retreated to my window near the sky.

The sun's heat died as rainclouds filled earth's space,
And Death, sweet Death, passed humbly through my door,

And stood before me, panting in my face,
And let out such a painful hideous roar,
To think this not my end would be absurd,
Yet Black Death turned at once into a bird.

Anti-War Sentiments Voiced at Dedication

By DENNIS LIPTKA

Amid cries of "Peace now", the Worcester activist community versed its sentiments against the war in Vietnam, the military, and the proposed Anti-Ballistic Missile System. The occasion was the dedication of a hospital in Vietnam serving casualties of the Viet Nam war. The list of dignitaries attending the dedication included General Westmoreland, who is presently Chairman of the Joint Chiefs of Staff, Senator Edward Brooke, and Governor Francis Sargeant.

The demonstration was co-sponsored by the Clark University Students for Democratic Society and the Women's International Peace League. In a leaflet handed out by the protestors, it was indicated that the purpose of the demonstration was to show the hypocrisy of those attending the event. Although both sponsoring groups commended Project Concern for funding the hospital, it was felt that it was a betrayal of the humanitarian cause to have people so closely connected with the U.S. war effort as the honored guests.

Conducted in a peaceful manner, the demonstration was supported by between 60 and 75 persons, who walked the sidewalk in front of Worcester Memorial Auditorium. Many carried signs or banners denouncing the war, ABM, and U.S. interventionist policies.

When questioned about the success of the demonstration the representatives of the organizations involved felt that the protest was successful and that it had clearly conveyed its purpose to those attending the event. An interesting feature of the protest was that it was supported by many middle-aged persons in addition to the usual student participants.

The reaction of those attending the dedication ranged from complete indifference, as in the

case of General Westmoreland, to emotional outbursts. Coupled with several of the emotional outcries were attempts at cheer-leading against the protest, degradation of the characters of those participating in the protest, and finally some rather violent motions involving destruction of several leaflets.

After the dedication Senator Brooke stated that those who demonstrated outside were largely 'misinformed' about the issues. General Westmoreland neglected to comment on the demonstration, but rather directed his comments along the lines of asserting the 'stability' of ROTC in American colleges. The obvious result of these comments is the fact that the U.S. political structure seems oblivious to the growing sentiments against the war and the military.

The demonstration also seems to generate the feeling that the right to peaceful dissent is not a very popular conception. Judging from the reaction of the Worcester society and press, dissent is less patriotic than fighting and may even parallel communist involvement.

The general consensus among those demonstrating was that this could mark the beginning of a more directed and effective attempt to bring the war and the military into a new prospective for the Worcester community.

A.S.M.E. Election

In an election held on Tuesday, April 15, the student section of the ASME elected the following officers for next year:

President: Kent Lawson
V. President: Jeff Manty
Treasurer: Dick Goff
Secretary: Edward Lowe
Coordinator: Greg Dickson

Goat's Head Pub

COMING SOON MUG NIGHT

MEMBERS ONLY

Review...

The Thomas Hovey Gage Memorial Concert

by Dave Hobill

On Sunday afternoon, April 13, the Worcester Art Museum presented its sixteenth annual Thomas Hovey Gage Memorial Concert with a brilliant performance by the Boston Symphony String Trio which consisted of Joseph Silverstein violinist, Burton Fine playing the viola, and Jules Eskin, cellist, all principals of the Boston Symphony Orchestra. The sound created by these three men filled the entire court of the museum with a beautiful delicateness.

The highpoint of the concert was the performance of an early string trio of Beethoven.

Though quite simple, the first movement was full of rich energetic tones which captured the rapt attention of the audience. This movement ended with a gay, vitalic dance in which Mr. Silverstein seemed to overpower his colleagues.

The second movement was both sad and tender but not overly sentimental like many sorrowful passages of later romantic writers such as Tchaikovsky or Borodin. The performers maintained a certain dignity throughout these melodies that could have at anytime broken down into emotional corniness. The cello sob in this movement

by Mr. Eskin was superb.

An unquestionable buoyancy resulted in the Scherzo with the viola and violin bringing about an airiness which contrasted the sadness introduced in the second movement. The final movement was played in a joyful, unceasing manner which did much justice to Beethoven's style. The clean, unslurred performances of the frenzied passages intermingled with the doleful melodies of the second movement produced an air of exhilarating excitement.

Lately almost all chamber concerts of string ensembles have included works of contemporary composers. The Boston Symphony String Trio chose Arnold Schoenberg's String Trio Op. 45 which caused many different reactions among those attending the concert. Schoenberg performed badly is horrible and when it is played well it is just barely palpable unless one has

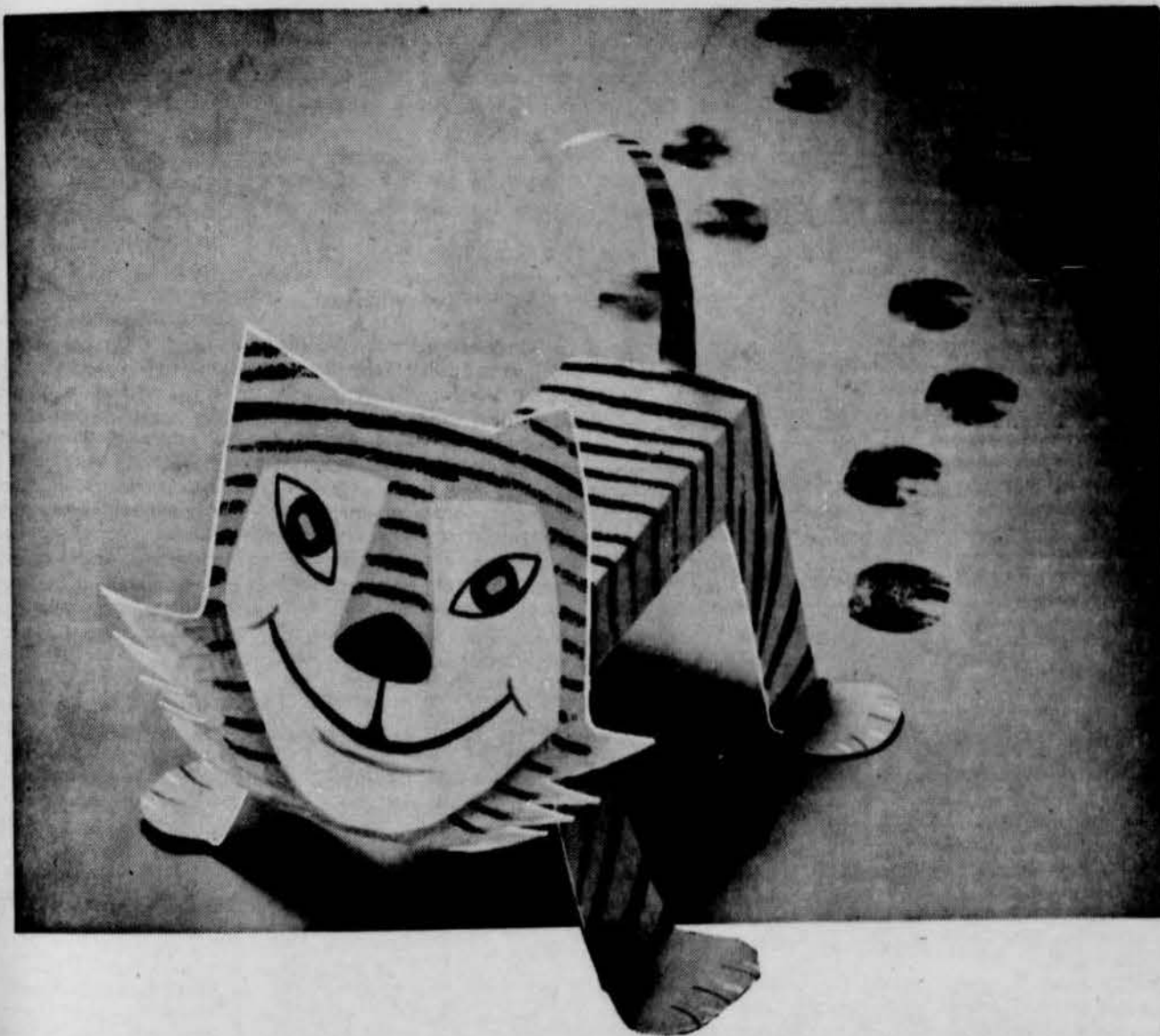
acquired a taste for music without any formal structure. Schoenberg's music, like olives, is something that takes time to get used to both by the listeners and the performers. The latter had certainly become familiar with the demands the composer had placed upon them. But, this work being filled with a collage of pure and intermixed tones brought about chuckles, boredom, and bewilderment in the audience. Maybe I was expecting a work with very little coherence when I saw the name Schoenberg on the program, but as the work continued to be played I found that I began to like it. But what ever one's reaction to this piece, one cannot argue that it was not aptly performed.

The last few moments of the trio did bring some order from the chaos, in that the conglomeration of sounds had finally evolved into a very pretty mel-

ody. Performed in a very pleasing manner, these passages were probably what helped bring about the receptivity towards the Beethoven trio.

The euphonic Trio No. 2 in B Flat of Franz Schubert, which included many melodies Schubert had incorporated in previous works including one very familiar passage from his Unfinished Symphony, was very lovely with a bittersweet mood throughout the four movements. The viola and cello carried the graceful undertones of a youthful Schubert while the violin introduced many of the memorable melodies. In doing so, Mr. Silverstein was not quite delicate enough and at times drowned out both Mr. Eskin and Mr. Fine.

It seemed as though Mr. Silverstein was compensating for his performance of Max Bruch's Scottish Fantasy for Violin and Harp in which he was soloist with the Boston Symphony Orchestra the night before. If anyone had heard the concert they will realize that at times Mr. Silverstein was drowned out by the orchestra. But, in all, this trio with all its freshness proved to be quite beautiful.



PAPER TIGERS NEED NOT APPLY.

Thanks, but they're just not our type. Young engineers who join us are expected to move in on some rather formidable programs... with alacrity and lots of gusto. And a willingness to assume early responsibilities on demanding assignments is an attribute which we welcome warmly. It's the kind of engineering aggressiveness that has brought Sikorsky Aircraft to dominant stature in a new world of advanced VTOL aircraft systems.

If our criteria parallel your outlook, you'll find an excellent career environment with us. You would enjoy working (with a select group) on exciting, full-spectrum systems development. And you can watch your talent and imagination assume reality in such diverse forms as Heavy-Lift Skycranes—Tilt Rotor Transports—High-Speed VTOL Commercial Transports—and much more for tomorrow.

Does this responsibility stir your imagination? Then you probably should be with us. There's ample opportunity for innovation in: aerodynamics • human factors engineering • automatic controls • structures engineering • weight prediction • systems analysis • operations research • reliability/maintainability engineering • autonavigation systems • computer technology • manufacturing engineering • information systems • marketing... and more.

And your career advancement can be materially assisted through our corporation-financed Graduate Study Program—available at many outstanding schools within our area.

Consult your College Placement Office for campus interview dates—or—for further information, write to Mr. Leo J. Shaivoy, Professional and Technical Employment.

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Jazz Workshop In Alden

Friday night, April 25th, a jazz workshop will be held in Alden Memorial Auditorium at 8 pm. Another one in a series of jazz concerts presented by Professor of History John Worsley, in cooperation with Assembly Chairman Phil Kazmersky, the concert will feature five or six jazz musicians representing different jazz traditions. The concert will be "totally free form" and will present selections ranging in time from the Dixieland era of jazz to the present, according to Professor Worsley. Eddie Soars, a "regular" at Tech, will play the piano, Tommy Wheeler will play bass, and Peter Peligian will perform on the clarinet. A jazz guitarist may also be present.

To help create an informal atmosphere, the concert will be given "in the round", similar to the one held last fall. The public is invited to attend and bring blankets to sit on the floor. No admission will be charged.

Grok!

(Continued from Page 2)

has seen what they and we can accomplish together, perhaps now is the time for more responsibility and more opportunities for those students who want them. We have shown what we can do, give us a chance for more.

As my session broke up, I commented to a professor, "This has been the most intellectually stimulating day I've ever experienced." That may say something about the quality of my intellectual life so far, but it may also describe the high quality of the planning day sessions. It may well be that the origination of this planning effort will be what President Storke is most remembered for at Tech.

Excerpts

(Continued from Page 1)

SECTION THREE

General Rules and Procedures for Academic Governance

I Faculty Meetings. The faculty will hold stated monthly meetings according to a calendar prepared and submitted to the faculty by the Committee on Academic Programs at the first meeting of the Fall Semester. The officers of the faculty are: the President of the Institute, who serves as chairman; the Dean of Faculty, who serves as vice-chairman; and the Secretary of the Faculty. The secretary is elected by the faculty from its members for a term of three years, and may not succeed himself.

Attendance and participation in meetings of the faculty is limited to members of the faculty, student members of faculty committees, and members of the administration, except through invitation by faculty vote. Voting privileges are restricted to members of the faculty as defined.

II Committees of the Faculty. The variety and complexity of the tasks performed by the Institute produce an interdependence among the Trustees, administration, faculty, students and others. The relationship calls for adequate communication among those components, and full opportunity for appropriate joint planning and effort. It is recognized that in some areas the role of the faculty is advisory to these other components of the Institute. In other areas, the opinion of the faculty should be a dominant consideration, even though the authority for final decision must rest with the legally constituted authority of the Institute.

The committee structure outlined on the following pages is designed to give an adequate and systematic avenue for the faculty to exercise its responsibilities for communication, advice or action, as is appropriate by the nature of the matter. The majority of committee members are elected by the faculty by the procedures outlined in this document. This committee structure also designates certain administrative officers as ex officio committee members. Provisions are made for student representatives to participate as members of faculty committees.

III Rules Governing Committees.

1) At their discretion, committees may invite the participation of non-members.

2) Committees report regularly to the faculty.

3) Committees are responsible for their own organization, and annually elect a chairman from among the elected faculty members for the year beginning July 1.

4) Committees are responsible for their own agenda.

5) A faculty member may serve on no more than two standing committees concurrently.

6) Committees should receive sufficient administrative and clerical support to permit them to carry out their functions in a satisfactory manner.

7) The introduction of new Institute policy or changes in existing policy which are the concern of the faculty, will be

studied by the appropriate committee.

8) Items for faculty consideration may be brought to the attention of any committee by any member of the WPI community.

9) In those areas where the role of the Faculty is dominant, the Faculty by majority vote may request appropriate action by administrative officials. Such requests may include the solicitation of action by the President or the Board of Trustees. Where appropriate, the Faculty by majority vote may also instruct faculty committees to undertake certain administrative functions, subject to the approval of the President and the Board of Trustees.

10) In those areas where the role of the Faculty is advisory, the appropriate committee will consult with and advise the appropriate members of the WPI community on matters related to the committee's charge without prior notification to the Faculty. The committee will keep the Faculty advised.

11) Ex officio and student members have voting privileges on all faculty committees, although they will not serve as committee chairmen.

IV Election of Committees. The election of faculty to standing and ad hoc committees will be conducted by the Committee on Committees. This committee is responsible for offering nominations of faculty members to the faculty for annual vacancies on standing and ad hoc committees, except the Committee on Tenure and Academic Freedom and the Committee on Committees. The term of office has the authority to fill any vacancies in the membership of the standing committees, except for vacancies in the Committee on Tenure and Academic Freedom and the Committee on Committees. The term of office for all committee positions, except the Committee on Tenure and Academic Freedom, is three years. Elected members of a standing committee cannot succeed themselves.

Faculty members of committees will be elected as at-large members, to represent selected discipline areas, or to represent academic departments according to the charge of the committee as noted below. Committees with representation from discipline areas will include equal representation from (1) the departments of science and mathematics, (2) the departments of engineering, (3) departments representing the social sciences, the humanities, business and management. Academic departments are those offering courses for which academic credit is given.

Student members of committees are selected annually by the recognized student organization for one year terms beginning on July 1.

Ad hoc committees of the faculty are established by the action of the faculty or at the request of the Chairman of the Faculty.

The standing committees of the faculty are the following listed committees. The President and the Dean of Faculty are invited to attend and participate in all meetings of standing and ad hoc committees, and

receive minutes of all committee meetings.

I The Committee on Committees consists of six faculty members-at-large, and the Dean of Faculty ex officio. The terms of the elected faculty members are three years, with two members being elected each year. The chairman is elected from its elected membership for a one-year term. The chairman cannot succeed himself.

Membership on this committee is limited to no more than one elected faculty member from any academic department of the Institute.

The Committee on Committees is responsible for offering nominations and for conducting the election of faculty members to all standing and ad hoc committees of the faculty, except the Committee on Committees (see preceding paragraph). The Committee on Committees will nominate a single slate for each committee position to be filled, and ascertains the willingness of nominees to serve. In addition, nominations by petition of five faculty members are also placed on the ballot. This committee is also responsible for reviewing the rules of the Faculty and for the formulation of recommendations to the Faculty on changes and additions to the rules and bylaws of the Faculty, and the faculty committee structure. The committee serves to resolve questions of jurisdiction of the faculty committees.

II The Committee on Academic Policy consists of six members of the faculty at-large, two students, and the Dean of Faculty and the Director of Admissions, ex officio. The committee continuously reviews existing academic and admission policies, standards and goals. The committee also recommends changes in policy, as appropriate.

III The Curriculum Committee includes one faculty member from each academic department of the Institute and two students. This committee is responsible primarily for the development of undergraduate curricula. The committee continuously reviews existing curricular structures, particularly with respect to the development of interdisciplinary courses and programs.

IV The Committee on Graduate Studies and Research is composed of one faculty member from each department offering a course of study leading to a graduate degree, the Director of Summer School and Evening Programs, the Director of Research, and the Director of the Alden Research Laboratories, ex officio. This committee is concerned with all post-baccalaureate programs of the Institute, and continuously reviews Institute and Department policies on admissions, academic standards, student recruitment, and the allocation of Institute funds for research, scholarships and fellowships.

V The Committee on Tenure and Academic Freedom. The Joint Tenure Committee of Faculty, as defined below, recommends to the Dean of the Faculty which members of the Faculty should be granted tenure according to the Institute policy and procedures on the granting of tenure. The committee is also concerned with questions relating to academic freedom.

The At-Large Committee is composed of four faculty members at-large having tenure. Department Heads and Deans are not eligible for membership on this committee, and there will not be more than one member from any one department. The term of office for this committee is four years. Each Department Tenure Committee consists of two elected Department members with tenure plus the Department Head. The At-Large committee meets with a Department Committee as a Joint Tenure Committee to consider the granting of tenure for a member of that Department.

VI The Committee on Faculty Affairs consists of six members of the faculty at-large, and the Dean of Faculty and the Vice-President for Business Affairs, ex officio. This committee is responsible for editing and publishing the *Faculty Handbook*, and advises on matters concerning outside professional activities of the faculty, and on faculty benefits.

VII The Committee on Appointments and Promotions consists of six elected members of the faculty, three of them department heads and three others from the remainder of the faculty, representing discipline areas. This committee is concerned with criteria for promotion, and advises the Dean of Faculty on individual academic appointments and promotions.

VIII The Committee on Academic Programs consists of six members of the faculty at-large, and the Director of the Summer School and Evening Programs, ex officio. This committee studies and recommends policy in the following areas: Summer Schools, Evening Program, off-campus academic programs, academic conferences, and the academic calendar and schedule of classes.

IX The Committee on Student Academic Affairs includes one faculty member from each academic department, two student members, and the Dean of Student Affairs, ex officio. The Committee determines the academic standing of individual students (e.g., fulfillment of degree requirements, status resulting from unsatisfactory academic performance). The Committee receives and acts on petitions for exceptions to established rules of the Faculty regarding academic performance.

The Committee recommends rules and procedures regarding the prizes and honors accorded to students for scholarly achievement and similar endeavors, and implements the policies so determined.

The Committee recommends the nature, extent, and operation of the Freshman Advisory and upper-class guidance programs, determining the objectives of the programs, and how these objectives may best be accomplished.

X The Committee on Student Life consists of six faculty members at-large, two student members, and the Dean of Student Affairs, the Director of Athletics, the Director of Financial Aid, and the Director of Placement, ex officio. The Committee evaluates current practices in the areas of student environment and extracurricular activities, aid and scholarship,

athletics, and employment placement.

It acts as a standing court of appeals, and as a disciplinary board in those cases which the Faculty directs it to undertake. It also undertakes a continuing study of problems of this nature.

XI The Library Committee consists of six faculty members at-large, and the Head Librarian, ex officio. This committee allocates to the departments the regularly budgeted library book and journal funds, advises on library policies in matters affecting the educational program, and advises the Head Librarian on library services and facilities.

XII The Computational Facilities Committee consists of six faculty members at-large, and the Director of the Worcester Area College Computation Center, ex officio. This committee allocates to the departments funds budgeted for computer costs in education and unsponsored research, advises the Director on computer center policies in matters affecting the educational program, and on computer services. It also coordinates educational programs of the academic departments on the use of computational facilities, and advises the Director on changes in computational equipment and facilities.

XIII The Nuclear Reactor Committee consists of three faculty members at-large and the Director of Reactor Facilities, ex officio. This committee advises the Director on nuclear facility policies in matters affecting the educational program. It coordinates the educational programs of the academic departments on uses of the nuclear facility, and advises the Director on changes in nuclear equipment and facilities.

XIV The Alden Research Laboratories Committee consists of six faculty members at-large and the Director of the Alden Research Laboratories and Dean of Faculty, ex officio. The Committee advises the Director on laboratory policies and services as they affect the educational program of the Institute. It also coordinates the educational programs of the various departments insofar as they utilize the Laboratories' facilities.

XV The Committee on Resources includes six faculty members at-large, the Vice-President for Business Affairs, and the Director of Physical Plant, ex officio. This committee implements communication between the administration and faculty on matters concerning priorities in budget, and on planning and development of campus facilities.

Recommendation for Implementation of this Report

(A motion will be made to adopt the following procedures for the implementation of this Report.)

1. Provided that this report is approved by the Faculty, President, and the Board of Trustees, the Secretary of the Faculty will proceed with election of the Committee on Committees in the Fall of 1969.
2. The Committee on Committees will be responsible for the further implementation of this report, providing for a transition from the appropriate committees of the existing committee structure.

VISTA Will Visit Local Campuses

Volunteers in Service to America is a long name for a group with a direct purpose: to make tangible contributions to the 40 million impoverished people of the United States.

VISTA is continually on the lookout for persons with the desire to not just talk about helping but who are willing to make a commitment to act.

Acting Director of VISTA Mr. Padraic Kennedy, says of the program: "The Real answers are on the scene—VISTA Volunteers listen and learn. They live locally, with the poor from morning through night. They share their bread and their angers and their hopes . . . The poor define the problems; the VISTA's help find solutions. If they don't they have no right being there. The poor, we know, have no need for emissaries from the middle-class who have nice intentions, but no abilities. Once we thought we could make it with the merely well intentioned. We don't anymore . . . The poor don't need people who are sympathetic to their problems; they need men and women who may be young but who are mature, committed, and tough."

"The poor have need only for the excellent volunteer. They don't need callow youngsters. We have learned some very basic facts of life . . . And we have changed VISTA."

"Where do we get the VISTA's tough enough to take on the toughest jobs; clear-headed en-

ough to chart out and pursue the answers? They come from college campuses or they come right off the streets of poverty itself."

Now we are looking for those who are highly skilled—either by virtue of their background or current involvement, or by virtue of their education and experience in law, health, architecture, business, urban planning, medicine, agriculture, or language.

If you are one of these individuals who can make a 24 hour a day, year-long commitment, visit us between 10 a.m. and 4 p.m. at:

April 21 - 25
Interviews April 24, 25
April 21 - 25
Interviews April 24, 25
April 28, 29
Interviews May 1
Or at our permanent Boston Office:
120 Boylston Street, Room 436
Boston, Mass. 02116
Phone: 426-0520

COLLEGE OF THE HOLY CROSS
Hogan Campus Center

CLARK UNIVERSITY
Placement Office

STATE COLLEGE AT FITCHBURG
Thompson Lobby

"It is painfully clear now that people who are needed can no longer stand aloof, people with ability cannot remain indifferent. For if you are not part of the solution . . . you're part of the problem."

Norm Sousa Elected J.P. Chairman

Thursday, April 17, the Sophomore Class held an election for next year's Spring Weekend (Junior Prom) chairman. With 140 out of 400 sophomores voting, by preferential order, Norm Sousa polled the highest number of votes to beat the three other candidates, Mark Koretz, Scott Dineen, and Bert Stromquist.

Norm will act as the presiding member of the Junior Prom committee, which is traditionally the most active committee in the Junior class. Subcommittee heads for groups such as Decorations, Program, and Entertainment committees will be chosen by him at the beginning of next year.

When interviewed for this article, the new chairman's only plans were for a meeting of interested sophomores sometime before the end of this year to discuss this year's Spring Weekend and possible innovations for next year's program.

Another purpose of this meeting is for Norm to find out just what members of the class are interested for help in forming his committee.

In addition, as chairman, Sousa is asking for the total support of the class of '71, which can be shown by attendance at the proposed meeting, which will be publicized in the Tech News soon.

This year Sousa's activities have included, serving as assistant steward at ATO, participation with the Masque back stage for How To Succeed, taking pictures for the yearbook, and election as comptroller of his house.

Johnston College: A "Social College"

Redlands, Calif.-(I.P.) - Outlining his philosophy behind the creation of Johnston College, scheduled to open on the campus of the University of Redlands in the fall of 1969, Chancellor Presley C. McCoy stressed the formation of a clustered community through which students gain "interpersonal relationships, intercultural encounters and international awareness."

Dr. McCoy said his main concern is to create a college that will say, "I care and it matters."

"Johnston College will educate students to choose options, in a world view, that will liberate his freedom, and motivate the interpersonal growth to eliminate the alienation of our young," Dr. McCoy said. "We must integrate the personal and intellectual values of our students; for the dogmatic, opinionated man cannot solve problems as well as an open-minded man."

Principles that plan to be utilized by Johnston College are new and therefore create a risk. Among the new ideas are: (1) a complete honor system whereby each student is responsible to himself; (2) an interpersonal relationship between students, faculty, and administrators creating a natural setting for dialogue through trust.

Dr. McCoy visualized an ideal limit of 600 students for Johnston College. "When working with small numbers, new ideas are easily incorporated and the situation as a whole will be very flexible," he said.

Dr. McCoy emphasized that Johnston College is to be enriched with fresh concepts provided by student creativity. Student participation is being sought for discussions in forming the new satellite college's curriculum. Last fall in a three day period of talks, seven UR students conferred with some of the nation's most eminent scholars.

Their purpose was to find a working experimental program. Discussion centered around three basic phases: intercultural international, and interpersonal.

"There was unanimous agreement that we should emphasize a one-to-one encounter or that of small group relationships in the Johnston College experience. What we would like to do is to free the student from the familiar academic routine. He will then be able to attempt more complex and - more creative types of work," Dr. McCoy said.

He pointed out that the conference was in agreement over the need to increase studies in the various methodologies of student learning. Dr. McCoy stressed the importance of having all three facets of the University structure - administration, faculty, and student-participate in fields of educational sensitivity.

Dr. McCoy stressed the greater use of technological aids in today's universities. Johnston College will be no exception with devices such as video tape and use of computers extensively used. Also full scale institutional research programs will be initiated so that personal, social, and academic growth can be assessed throughout the initial 4 year program.

**LET US
VOTE
PETITION**

FRIDAY, APRIL 25th

DANIEL'S HALL

CCS



Students and faculty actively participate in Planning Day



The Faculty Pen

(Continued from Page 3)

This is the question that the best of our students are asking their universities, and we can be very proud of them for asking it. Let me conclude with an eloquent quote from Professor Richard Poirier of Rutgers: If young people are freeing themselves from a repressive myth of youth only to be absorbed into a repressive myth of adulthood, then youth in its best and truest form, of rebellion and hope, will have been lost to us, and we will have exhausted the best of our natural resources.

CLASS ELECTIONS
Thursday, 11 A.M.

JUNIORS — MORGAN LOUNGE
SOPHOMORES — DANIELS LOBBY
FRESHMEN — KINNICUTT HALL

The Masque Presents:

"THE AMERICAN DREAM"

"MOONSET"

"WHERE THE CROSS WAS MADE"

3 ONE ACT PLAYS

FRIDAY, MAY 9th, 8:30 P.M.

SATURDAY (Parents Day), MAY 10th, 3:00 P.M.

ASSEMBLY

Piano Recital

Prof. Carrier

Yale University

THURSDAY, 11 A.M.

ALDEN

Tech Batters Bomb Clark Pitchers, 14-7

Sandwiched between two rained out games last week Worcester Tech managed to defeat Clark 14-7 in a game called after 8 innings on account of darkness. Neither team looked especially impressive as the contest was marked with numerous errors. Clark took a lead in the bottom of the first but Tech, with a little help from a wild Clark pitcher went ahead 3-1 by the fourth inning. In a wild 5th, Tech scored 8 runs with some timely hitting aided by 3 wild pitches. High spot of the inning was Tim Rooney's homer to deep right center. In the seventh, Clark jumped on a struggling Art Katsoras. Some costly Tech errors allowed 4 more runs. In the top of the eighth, the Tech team got their last three runs and the last half of the eighth, Clark got two. In the top of the ninth, Tech threatened to have another big

inning with one run home, no outs and two on, but the cold weather and oncoming darkness forced the umpire to call the game. The score reverted to that of the last full inning and the run in the ninth discounted. The final score was Tech 14 — Clark 7. Credit must be given to Art Katsoras who held up well despite the cold damp conditions. The offense was highlighted by some timely hitting by John Pelli, who collected 4 hits, George Moore, who got 3 safeties and Tim Rooney and Bob Johnson who each had a pair of hits.

Tech now has a 3-0 record with 2 games rained out. The next home game is Tuesday against a strong Suffolk team. The team is off to a fast start again so let's get out and show some support! (P.S. Admission is reasonable . . . there is none.)

This Week's Sports Events

Fri. 25: **Varsity Golf.** Tech vs. Providence, Wachusett Country Club, 2:00 P.M.

Freshman Tennis. Tech vs. Dean Jr. College, Home 2:00 P.M.

Sat. 26: **Varsity Baseball.** Tech vs. Coast Guard, Away, 1:00 P.M.

Crew Club. Worcester Championships, Lake Quinsigamond.

Varsity Tennis: Tech vs. Babson, Home, 2:00 P.M.

Varsity Track. Tech vs. Colby — Norwich, Home, 2:00 P.M.

Mon. 28: **Varsity Golf.** Tech vs. Holy Cross — Assumption, Wachusett Country Club, 2:00 P.M.

Wed. 30: **Freshman Baseball.** Tech vs. Assumption, Away, 3:30 P.M.

Forum

(Continued from Page 1)

plicants the college receives. He said that more was being done by Tech on this matter, including a faculty committee to study underprivileged admissions and special funds for underprivileged students.

Pres. Storke mentioned that the Worcester Consortium of Colleges had considered hiring a Negro admissions officer, but that this is difficult since most of the Negroes qualified for such a job find that they are needed to fill educational posts. He also spoke about last year's PEP program under admissions officer William Elliot. In this program, which will now receive government funds from the SCOPE Project, fifteen Negro

high school students were tutored on Tech's campus last summer by some members of the faculty.

Dean Van de Visse then told how this year the Admissions Office had sent out 500 letters to Negro students who placed on the NMSQT exam. Of these about forty replied, and an undisclosed number of black students have been accepted by Worcester Tech for next year's class. He also said that admissions officers have increased their high school visitations, going to such places as Brooklyn Tech, and that next a history course on Negro history will be available as an elective.

Pres. Storke was then asked what efforts Worcester Tech is putting into the Worcester Consortium. Dean Van de Visse re-

The Tech News SPORTS

Track Team Throttled By R.P.I.

The Worcester Tech Track Team suffered its second loss of the season last Tuesday against a strong team from R.P.I., 88-55. Rensselaer was led by outstanding performances from Bob Alexander and John Pollock. Alexander was especially helpful to R.P.I. with firsts in the 100-yard dash, 220-yard dash, and the long jump.

Tech, obviously not strong enough to handle R.P.I., had Wayne Eastman take first in the 120-yard high hurdles, Charlie Zepp first in the 440-yard dash, Craig Mading first in the 440-yard intermediate hurdles, Tom Heinhold first in the shot put and Joe Najemy with a first in the javelin.

TICKETS · POSTERS · PROGRAMS
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SOPHOMORES VOTE!

CLASS ELECTIONS

Daniels Hall Lobby

THURSDAY

APRIL 24

9:00 - 5:00

sponded to this, saying that Pres. Storke was instrumental in establishing the Consortium four years ago. Pres. Storke said that the idea of "Worcester University — to me this seems inevitable." As examples of the work of the Consortium in this direction, he cited the WACCC computer system, and the exchange of videotape lectures of chemistry and biology with Clark University. As for mingling Tech with Clark, he said that this had been first proposed in 1922 by then Tech President Hollis, and that he, Storke, Clark President Jackson, and Dr. Hassard had discussed the idea. It would necessitate the standardizing of schedules, a transportation system and other matters which are presently being worked on. "We are not going to save gobs of money," said Pres. Storke, but would benefit from the increased courses. Dean Van de Visse pointed this would make psychiatric services and educational testing to Tech students.

Dean Price stated that about 150 students are presently involved in exchange courses between Tech, Clark and Holy Cross, with an interchange of ten or twelve faculty members. He said this saved the school some money and that it bolstered the graduate courses and electives offered by them.

Pres. Storke revealed that the

Tech Oarsmen Sting Bumblebees

The Worcester Tech Crew Team made a clean sweep over the American International College Yellow Jackets last Saturday with both the varsity and junior varsity boats winning.

The varsity boat, managed by Jerry Piepiora, pulled away from A.I.C. right from the start and the gap continually widened between the two boats. Rowing with a ten m.p.h. current, coxswain Dave Ploss called for a low, but infinitely powerful stroke. They started with 32 strokes per minute and slowed down to 25. Finally, at the last 500 meters, they rowed only 18 strokes, and kept pulling away from A.I.C., who was rowing 36 strokes. Tech won by 4 lengths. Techs time for the 2000 meter course was only 5 minutes and 19 seconds. Captain Stu Nickerson stated "The race was a real

confidence builder. We realized that we could win a race with a slow stroke."

In the J.V. race, Tech again broke into the lead right from the beginning which they never gave up. Tech started with a 36 stroke per minute race and settled down to 34 strokes. At the last 500 meters, Tech spurred across the finish in strong form. This was a good indication of the potential of the J.V. boat.

Today, the varsity boat is up against M.I.T. while this Saturday, Tech's varsity, J.V., and Freshman boats are entered in the All Worcester City Championship. Tech has a good shot at sweeping rival Holy Cross, Assumption, and Clark in all three categories. The race is being held at Lake Quinsigamond at 2:00.

Consortium is working on a closed-circuit TV system for the city, which will be possible upon the completion of Worcester State's new library, which will house a broadcasting station.

Dean Van de Visse was then asked "How well are courses evaluated for transfer credits?" Van de Visse answered that courses from other schools are not automatically accepted, that they must be approved by the department heads.

A student then asked what the faculty position on pass-fail courses are, citing an example where a teacher had told his class, after it was too late to drop the course, that he would require a C in the course in order to pass a student. Dean Van de Visse said, "I do not believe that a pass was meant to be a C or better," but that it was up to the individual teacher. He explained that the program was in its first year and that it admittedly had faults. He said that complaints should be issued to the teacher involved or to Prof. Grogan, and that an effort would be made to clarify the matter.

Steve Udell then mentioned that at certain colleges the students and faculty have subcommittees, under the board of trustees to give them a say in matters that concern them. He asked what the chances were of having a system like this at Tech. To this Pres. Storke replied "I'll leave this up to you. I'll be happy to present it to the board of trustees at their June meeting." He referred to the presidential selection committee in which students and faculty as well as trustees participated and said that the trustees had been impressed by it. Referring next to the Planning Day, he said, "I was a little disappointed about the number of students at it . . . but those of you who were there were terrific . . . the students put forth a great number of ideas."

Someone asked why Saturday classes were necessary, which dean Price answered by referring to the recent issue of the Tech News which stated that Saturday classes had been rescheduled next year.

To the next question: "Is the board of trustees considering joining the state university of Massachusetts?" Pres. Storke

replied simply but emphatically: "No, sir!"

A question on the possibility of a student union building was then posed to Dean Van de Visse. He said, "There are other needs more predominant at this time." Pres. Storke stated, "We considered a student union in the ten year plan in 1963", but that no need was felt for it then. He said, however, that things may change and that a student union may someday be built on the site of the Forbes residence.

A student asked what the school's position on parietal hours is, and if there were any plans to extend them. Dean Van de Visse said he had talked with Dorm Committee Chairman Jim Atkinson, and that the program as it presently exists had been successful. However, he did not foresee any significant extensions within the immediate future.

The matter of drinking on campus was brought up, to which Van de Visse replied that the trustees had voted to allow no alcoholic beverages on campus for anyone, and that "we will deal with the abuse." Steve Udell then asked if the school had the right to prohibit students who are of age from drinking on campus, particularly at school functions. Dean Van de Visse pointed out the Goshenhead, which is allowed to operate on campus, and said that much of the policy in the future depends upon the new president.

"Can you see the day that the trustees will hand down the powers over students to the Student Affairs Board and possibly to the students themselves?" was the final question asked. Dean Van de Visse stated that power had already been handed down in some areas, and that more may come in the future.

ROTC?
EXPRESS YOUR VIEWS
FOR THE STUDENT PROPOSAL
TO THE TRUSTEES
STUDENT GOVERNMENT MEETING
MONDAY, APRIL 28, 1969
7:00 P.M.
OLIN 107

**GET A
DATE FOR
MAY 9th
OR
10th
For The Masque Play**